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ABSTRACT

This study reports one-year dropout rates for Arizona school districts. Dropouts were counted on an 12-month basis from the end of the 1992-93 school year to the end of the 1993-94 school year. The total state enrollment covered in this study was 322,525 students in grades 7 through 12. There were 3,567 dropouts from the elementary grades (7 and 8), representing 3% of total elementary enrollment. Only 13.7% of these left school deliberately or were expelled; the status of more than four-fifths was not known, and it is assumed that many enrolled on other schools. There were 25,359 high school dropouts, 12.3% of high school enrollment. More than half (56.5%) were students whose status was unknown, while 39.3% chose to leave school. The number of dropouts was highest at the ninth-grade level, and the dropout rate was highest for ungraded students. Dropout rates varied significantly for ethnic groups, with Asian Americans least likely to drop out (5.1%), and American Indian students most likely to drop out (13.8%). There was little gender difference at the elementary level, but at the high school level, the male dropout rate was 2.1% above that for females. Statewide, the high school dropout rate was virtually unchanged from that of the preceding year. Rates decreased or remained constant in 52 school districts, and increased in the remaining 53 responding districts. Appendixes list districts alphabetically, by dropout rate, and elementary dropout rate, and discuss calculation methodology. (Contains 6 charts and 12 tables.) (SLD)

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ED 399 333

DROPOUT RATE STUDY 1993 - 94

ANNUAL DROPOUT RATES IN ARIZONA PUBLIC SCHOOLS

GRADES SEVEN THROUGH TWELVE

Prepared by Jonathan B. White

July 1995

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1993-94 DROPOUT RATE STUDY

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I. EXECUTIVE SUMMARY

Successful school completion is a goal of both state and national education reform. Student dropout rates are frequently cited as evidence of the success or failure of a public school system. To meet the need for accurate, comparable and timely dropout information, local school districts, the state and the federal government must coordinate their data collection efforts.

This study reports one-year dropout rates for Arizona school districts. Dropouts were counted on a twelve-month basis, from the end of the 1992-93 school year to the end of the 1993-94 school year.

A **dropout** is defined as a student who was enrolled at the end of the prior school year (1992-93) or at any time during the school year (1993-94), who was not enrolled at the end of the school year (1993-94), and whose absence could not be explained by transfer to another school district, graduation or death.

A **summer dropout** is defined as a student who was enrolled at the end of 1992-93, who was expected to return to school in fall 1993, but did not. These students were counted as summer dropouts from the grades in which they were expected to enroll.

The total state enrollment covered in this dropout study was 322,525 students in grades 7 through 12, including students in ungraded high school classes. Data used in this study were finalized in December 1994; however, under Arizona law, school districts have up to five years during which they may make corrections or revisions to their data. Therefore, school district data released after December 1994 may not agree with the data reported herein.

There were 3,567 dropouts from the elementary grades (grades 7 and 8), comprising 3.0% of total elementary (grades 7 and 8) enrollment. Only 13.7% of these dropouts deliberately left school or were expelled. Another 1.9% left due to a physical illness that could not be accommodated by a homebound instruction program. More than four-fifths (84.4%) of elementary dropouts were students whose status was unknown. It is assumed most of these students moved and re-enrolled in different schools without notifying the schools they left. Increased efforts to account for these missing students should result in a corresponding reduction in the elementary student dropout rate.

There were 25,359 dropouts from the high school grades (grades 9, 10, 11 and 12), comprising 12.3% of total high school enrollment. Only 0.8% of these dropouts left school because of illness and 3.4% were expelled. More than half of high school dropouts (56.5%) were students whose status was unknown, while the remaining 39.3% chose to leave school.

The **number** of dropouts was highest at the ninth-grade level, and the **dropout rate** (proportion of total enrollment) was highest for ungraded high school students (secondary students who take high school classes but are not in a specific grade). The dropout rate increased substantially between grade 8 (3.1%) and grade 9 (12.6%), indicating that the transition from the elementary level to high school is a difficult period in students' lives.

Dropout rates varied significantly among ethnic groups. The state dropout rate for grades 7-12 was lowest for Asian students (5.1%) and highest for American Indian students (13.8%), but dropout patterns varied by grade level. In elementary grades, Hispanic and American Indian dropout rates were highest at 4.9% and 5.8%, respectively, and more than double the White or Asian rates. In grades 9 and 10, American Indian dropout rates were the highest, but in grade 12 the rates for both Black and Hispanic students exceeded the American Indian dropout rate.

State dropout rates for grades 7-12 were higher for males (9.8%) than for females (8.1%). There was little gender difference on the elementary level, but on the high school level the male dropout rate was 2.1 percentage points above the female rate.

Students were increasingly more likely to drop out during the school year than during the summer as they progressed through high school, at least until grade 11. Overall, White students were most likely, and Asian students least likely, to drop out during the school year.

In every grade, dropout rates were noticeably lower for **unified districts** (which teach all grade levels) than for their counterparts, the elementary and union high school districts. In general, the unified districts contained 62.9% of state enrollment but accounted for only 50.4% of dropouts.

The state dropout rate for **elementary** students decreased this year to 3.0% from 3.2% in 1992-93. Overall, 60 districts had lower elementary dropout rates, 61 districts reported no change (within 0.1%), and 65 districts had higher dropout rates than 1992-93. Sixty-one districts had **no dropouts** this year on the elementary level, compared to 60 districts last year.

Statewide, the 12.3% **high school dropout rate** for 1993-94 was virtually unchanged from the 1992-93 rate of 12.4%. There were 105 high school districts which reported in both 1992-93 and 1993-94 and 76 of these had dropout rates lower than the state rate for both school years. High school dropout rates decreased or remained constant in 52 districts and increased in the remaining 53 districts.

Across all grade levels (7-12), the state dropout rate remained constant at 9.0% from 1992-93 to 1993-94. The rate for Black students showed a marked improvement, dropping from 11.8% to 10.5%. Both the number of dropouts and the dropout rates for Hispanic and American Indian students increased in 1993-94. The dropout rate for females dropped to 8.1% from 8.3% in 1992-93, while the rate for males remained constant at 9.8%.

Prior to the 1992-93 report, schools and districts compiled dropout data from various sources and submitted dropout forms. This data collection process was time-consuming and cumbersome. To reduce this burden and to improve data reliability, the ADE began collecting dropout data from the Year End Enrollment Report. Therefore, data reported for 1992-93 and subsequent years are considered to be more reliable than the data collected previously.

II. INTRODUCTION AND DEFINITIONS

Collection of dropout statistics in response to the need for more accurate, comparable and timely student dropout information involves the cooperative efforts of local school districts, the Arizona Department of Education (ADE), the Arizona Legislature and the United States Department of Education (USDOE). The present emphasis on education reform demands greater attention to performance indicators. Dropout rates, in particular, are frequently regarded as key indicators of the success or failure of a public school system. Successful school completion has been selected as both a state and a national goal of education reform efforts.

Dropout Data Reporting Requirement

In 1987, the Arizona Legislature mandated the performance of an annual student dropout rate study to measure the success of dropout-prevention efforts. All Arizona public school districts teaching any students in grades 7 through 12 are required to submit student dropout data annually.

The dropout data collected under Arizona law do not meet current federal dropout data definitions and guidelines adopted by the USDOE; therefore, Arizona statistics **are not comparable** to dropout statistics from other states using the USDOE standards.

Reporting Period

This dropout rate study measures the proportion of students who drop out of school during a twelve-month period, from the end of the 1992-93 school year until the end of the 1993-94 school year. Note that this reporting period differs from that used during the first three years of the annual dropout-rate study in one important aspect. In the earlier studies, dropouts who returned to school during a grace period (the first month of the succeeding school year) were not reported as dropouts. Beginning with the 1992-93 study, the end of the reporting period was changed to correspond with the end of the school year to provide a more accurate annual dropout count. Therefore, dropouts returning to school by the following September were no longer subtracted from the annual dropout total. Appendix D discusses this reporting methodology change in detail.

Definition of a Dropout

For this study, a **dropout** is defined as **a student who was enrolled at the end of the prior school year (1992-93) or at any time during the 1993-94 school year, who was not enrolled at the end of that school year, and whose absence could not be explained by transfer to another school district, graduation or death.**

A **summer dropout** is defined as **a student who was enrolled at the end of the 1992-93 school year, who did not return to school by the end of the 1993-94 school year, and for whom no evidence exists of transfer to another district, graduation or death.** Summer dropouts are reported in the grade for which they failed to appear.

A **school-year dropout** is defined as **a student who was enrolled during the 1993-94 year, who was not present at the end of that school year, who had not graduated or died, and for whom no evidence exists of transfer to another school district.**

Applying the Dropout Definition

In general, a student is not counted as a dropout if there is documented evidence of transfer to another elementary or secondary school. Some examples of applying the dropout definition to determine a student's status are given below.

The following students **are not** counted as dropouts:

- Students who are remanded to an Arizona Department of Youth Treatment and Rehabilitation (ADYTR) juvenile corrections facility
- Students who transfer to home-taught programs approved by county superintendents
- Students enrolled in alternative education programs, if the programs are (1) administered by the school district or (2) approved by the district as full-time secondary education programs
- Students who do not return to school because they completed graduation requirements during the summer or at mid-year
- Students who enter early college admissions programs **before graduating** from high school, **if** they are enrolled full-time in programs leading to a postsecondary degree
- Students who leave school at age 22, who receive a completion credential, such as a certificate of attendance
- Students who leave school but return before the end of the **same school year**

The following students **are** counted as dropouts:

- Students who leave school because they move out of the area and who are not known to be enrolled in other schools
- Students transferring to adult education programs in schools with courses of study not meeting standard graduation requirements (e.g., GED preparatory classes, vocational certificate programs, technical schools), **regardless** of whether they earn their GED certificates
- Students who leave school and take correspondence courses, **unless** before the end of the **same** school year, they earn and transfer sufficient course credits to satisfy the graduation requirements of the schools in which they are enrolled

Transfer Documentation

The school record must indicate the withdrawal status of each student who leaves the school. Documentation of student transfer to another school consists of

1. a request from another school for a transcript of the student's records, or
2. information from a responsible adult that the student is enrolled elsewhere.

Withdrawal codes used for students may change throughout the year as additional information becomes available. For example, a student whose status is unknown at the time of withdrawal is assigned a particular withdrawal code, but if a request is later received from another school for that student's records, the withdrawal code then would be changed to indicate transfer to another school. The withdrawal status stated for students on each school's Year End Enrollment report reflects current knowledge at the time the report was filed.

Definition of Enrollment

Enrollment is defined as **an unduplicated count of students enrolled at the end of the 1992-93 school year or at any time during the 1993-94 school year.** Enrollment is seen as a roster that changes continually, even during the summer, as students enroll, transfer to other schools, leave school or graduate. Schools are responsible for monitoring and reporting their enrollment from the end of the prior school year to the last day of the reported school year. Students who are promoted from elementary feeder schools become the responsibility of the schools in which they are expected to enroll.

An **unduplicated** count of enrollment is used to calculate dropout rates more accurately. For example, a student who attends High School A in District X has the potential to be a dropout from that school and is counted as one student served at High School A. If that student transfers midyear to High School B in the same district, the student gains the potential to be counted as a dropout at that school as well and is counted again as a student served at High School B. However, at the **district level**, the student should count as only **one student served** by District X in calculating the **district** dropout rate. The means of ensuring an unduplicated student count at each level have been built into the enrollment codes used by schools and districts statewide.

Definition of Dropout Rate

Dropout rate is defined as **the ratio of dropouts to enrollment, expressed as a percentage.** The number of dropouts in any particular district, grade, gender or racial/ethnic category is compared to the total enrollment in the same subgroup. In this study, the dropout rates show the proportion of students who drop out during **one year**. The **four-year** dropout rate for a particular class of students entering school at the same time (a cohort) is calculated in a related report, the *Graduation Rate Study*.

III. ANALYSIS

Profile

Year End Enrollment Reports were submitted for 549 schools and special programs in the 209 Arizona school districts that teach any students in grades 7 through 12 or in ungraded high school classes. Throughout this report, the reader should note whether the population in each analysis refers to a *single grade*, the *elementary grades* (7 and 8), the *high school grades* (9 through 12 and ungraded secondary) or *all grades* (7 through 12 and ungraded secondary.

The enrollment count at each level represents an unduplicated count of every student enrolled for any length of time during the twelve-month reporting period. That is, a student who attended three schools during 1993-94 would have been counted in enrollment at each school of attendance, but would have been counted only once at the district, county and state levels.

Data used in this study were finalized in December 1994; however, under Arizona law, school districts have up to five years during which they may make corrections or revisions to their data. Therefore, school district data released after December 1994 may not agree with the data reported herein.

The total state enrollment covered in this dropout study was 322,525 students in grades 7 through 12, including students in ungraded high school classes. The distribution of these students by racial/ethnic category and gender is shown in the table below.

Table 1
Proportions of Total Enrollment by Race/Ethnicity and Gender

Racial/Ethnic Category	
White	59.9%
Hispanic	27.1%
American Indian	7.0%
Black	4.2%
Asian	1.8%
Gender	
Male	51.5%
Female	48.5%

Dropout Rates by Grade

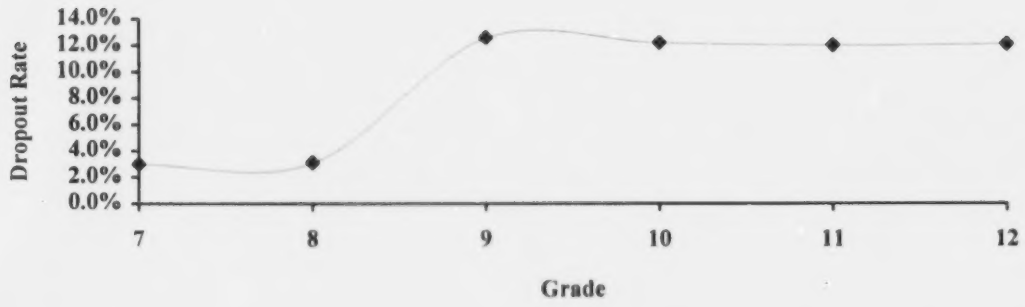
The table below provides descriptive measurements of dropout rates for individual grades and combined grades in the categories of **elementary, high school, ungraded secondary** and **all grades**. Measurements shown for each grade and category include the number of dropouts, the number of districts reporting, the state dropout rate (total number of dropouts divided by total number of students enrolled) and the dropout range (the lowest and highest dropout rates). The dropout range and number of districts are based on school district dropout data; the dropout rate and the number of dropouts are state totals.

Table 2
Descriptive Measurements of Dropout Rates

Grade/Category	Dropout Rate	Dropout Range			Student Dropouts	No. of Districts
Grade 7	3.0%	0.0%	to	14.3%	1,803	189
Grade 8	3.1%	0.0%	to	32.8%	1,764	189
Total Elementary	**3.0%**	**0.0%**	**to**	**23.7%**	**3,567**	**189**
Grade 9	12.6%	0.0%	to	30.4%	7,812	104
Grade 10	12.2%	0.0%	to	29.3%	6,595	103
Grade 11	12.0%	0.0%	to	28.8%	5,563	102
Grade 12	12.1%	0.0%	to	32.4%	5,111	103
Ungraded Secondary	20.3%	0.0%	to	100.0%	278	30
Total High School	**12.3%**	**0.0%**	**to**	**26.8%**	**25,359**	**110**
Total All Grades	**9.0%**	**0.0%**	**to**	**26.8%**	**28,926**	**209**

As shown above, both the **number** and the **proportion** (rate) of dropouts decreased from grade 9 to grade 12. While ungraded secondary students showed the highest dropout rate (20.3%), it should be noted that these students are in an ungraded program due to special needs, which may be associated with a higher dropout rate. Ungraded secondary students represented less than 1% of total high school enrollment.

Chart 1
Dropout Rates by Grade



The large increase in dropout rates between grades 8 and 9 (from 3.1% to 12.6%) has been documented in prior state studies and also is evidenced in national studies. The data indicate that the transition from elementary grades to high school is a difficult period in students' lives, and despite mandatory school attendance laws, many students drop out of school during this transition.

Dropout Rates by Race/Ethnicity and Gender

State dropout rates for 1993-94 varied significantly among racial/ethnic groups. Asian students had the lowest dropout rate at 5.1%, while American Indian students had the highest (13.8%), but rates of dropping out varied by grade levels. In elementary grades, the American Indian and the Hispanic rates were the highest, and were more than double the Asian and White dropout rates. The Black dropout rate was in the middle of the range. In grades 9 and 10, the American Indian rates were the highest, but in grade 12 both the Black rate (18.4%) and the Hispanic rate (16.6%) exceeded the American Indian rate (15.3%).

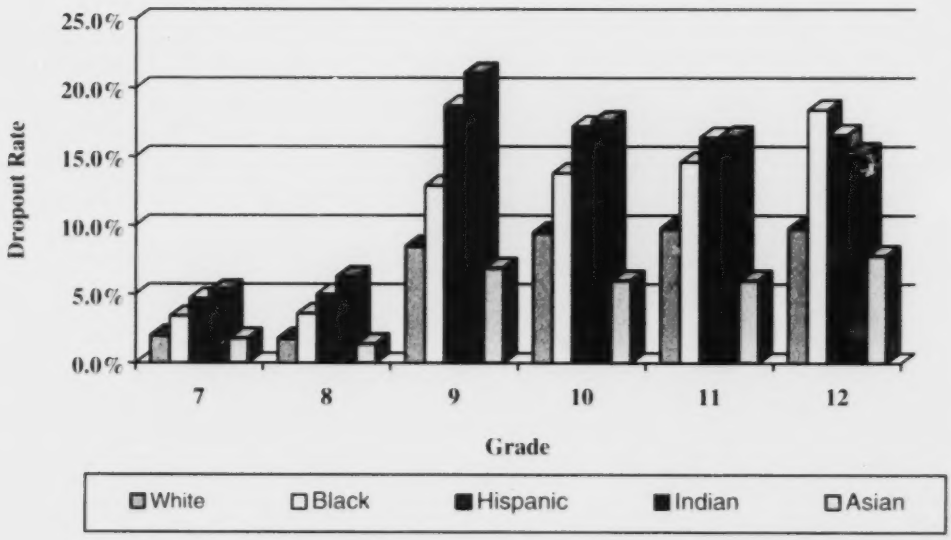
The pattern of dropout rates was different for American Indian students than for other racial/ethnic groups. American Indian students were more likely to drop out of school in grade 9 than at any other time. In the ninth grade, their dropout rate (21.1%) was more than three times higher than that of Asian students (6.9%) and more than twice that of White students (8.7%). But after grade 9, the American Indian dropout rates steadily declined. White and Black students, however, dropped out in increasing proportions as they got older, resulting in dropout rates that were the highest by grade 12. Hispanic and Asian dropout rates fluctuated by less than 2 percentage points between grades 9 and 12.

Racial/ethnic group dropout rates by grade are shown in the table and chart which follow.

Table 3
Dropout Rates by Race/Ethnicity and Grade

Grade/Category	White	Black	Hispanic	American Indian	Asian
Grade 7	2.0%	3.4%	4.7%	5.3%	1.8%
Grade 8	1.8%	3.6%	5.0%	6.3%	1.4%
Total Elementary	**1.9%**	**3.5%**	**4.9%**	**5.8%**	**1.6%**
Grade 9	8.5%	12.9%	18.7%	21.1%	6.9%
Grade 10	9.5%	13.8%	17.2%	17.6%	6.0%
Grade 11	9.8%	14.6%	16.4%	16.5%	6.0%
Grade 12	9.8%	18.4%	16.6%	15.3%	7.8%
Ungraded Secondary	19.7%	11.8%	24.0%	7.9%	0.0%
Total High School	**9.4%**	**14.6%**	**17.5%**	**18.1%**	**6.7%**
Total All Grades	**6.7%**	**10.5%**	**12.8%**	**13.8%**	**5.1%**

Chart 2
Dropout Rates by Race/ Ethnicity and Grade

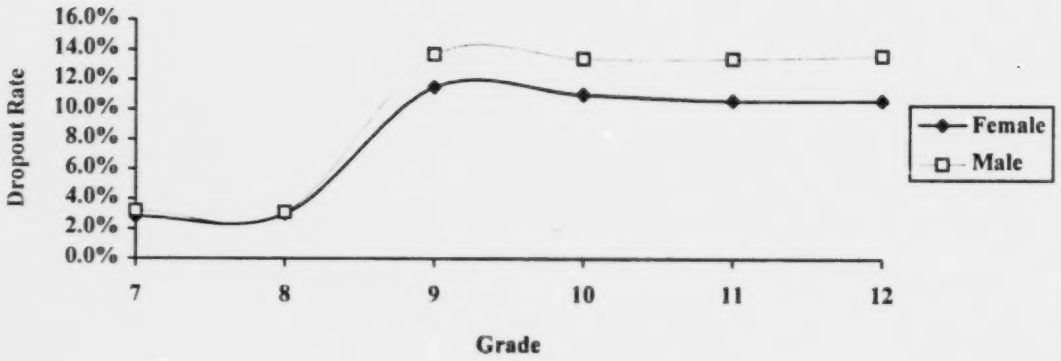


Dropout rates were slightly higher for males than for females in the elementary grades, but by grade 12 the male dropout rate (13.6%) was considerably above the female rate (10.6%). The dropout rates by gender and grade are shown in the following table and chart.

Table 4
Dropout Rates by Gender and Grade

Grade/Category	Female	Male
Grade 7	2.8%	3.2%
Grade 8	3.0%	3.1%
Total Elementary	**2.9%**	**3.2%**
Grade 9	11.5%	13.7%
Grade 10	11.0%	13.4%
Grade 11	10.6%	13.4%
Grade 12	10.6%	13.6%
Ungraded Secondary	21.9%	19.8%
Total High School	**11.0%**	**13.6%**
Total All Grades	**8.1%**	**9.8%**

Chart 3
Dropout Rates by Gender and Grade



Types of Dropouts

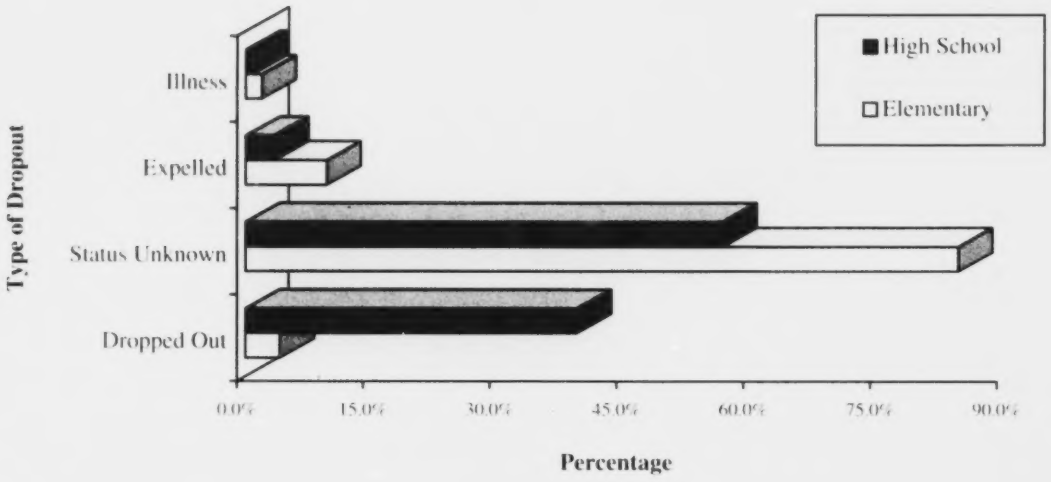
In the past, dropout reports did not distinguish students who deliberately dropped out from those who were expelled, those who were forced to leave school because of illness, and those whose status was unknown. Each of these situations is clearly different from the others and each requires a different course of action to reduce the dropout rate. It is particularly important to distinguish between known dropouts and students whose status is unknown.

In 1992-93, new withdrawal codes were used which provided insight into some conditions associated with student dropouts. For example, in the elementary grades, only 13.7% of the dropouts deliberately left school or were expelled (known dropouts). Another 1.9% left due to an illness that could not be accommodated by a homebound instruction program. **More than four-fifths (84.4%) of the dropouts in the elementary grades were students whose status was unknown.**

It is generally believed that most of the students whose status is unknown have moved and enrolled in other schools without notifying the schools they left. This probably occurs more frequently on the elementary level than on the high school level because some schools (particularly in other states) accept elementary students without requesting their prior school records, while high schools are more diligent in requesting transcripts to verify credits earned toward high school graduation.

More than half of high school dropouts (56.5%) were students whose status was unknown. As discussed above, a smaller proportion of these dropouts were believed to be enrolled in other schools. Less than 1% of the high school dropouts left school because of illness, while 3.4% were expelled and 39.3% chose to leave school.[1] The following chart indicates the proportions of elementary dropouts and high school dropouts attributed to each of the four types of dropouts.

Chart 4
Types of Dropouts



[1] Under the provisions of A.R.S. § 15-802, subsections D and E, and 15-803, only students between the ages of six and sixteen are required to attend a public, private or home school. Students who have shown to the satisfaction of their county school superintendents that they have completed the high school courses necessary for completion of grade 10, as prescribed by the State Board of Education, also are exempted from the attendance requirement. Students exercising this option **are** considered dropouts.

The following table shows proportions of dropouts attributed to each type of dropout condition by grade category. [2]

Table 5
Proportions of Dropouts by Type and Grade

Grade/Category	Dropped Out	Status Unknown	Expelled	Illness
Grade 7	3.4%	86.0%	8.8%	1.8%
Grade 8	4.8%	82.8%	10.4%	2.0%
Total Elementary	**4.1%**	**84.4%**	**9.6%**	**1.9%**
Grade 9	32.9%	61.4%	5.0%	0.7%
Grade 10	39.5%	55.7%	3.9%	0.9%
Grade 11	43.1%	53.3%	2.6%	1.0%
Grade 12	43.6%	54.5%	1.2%	0.7%
Ungraded Secondary	59.9%	40.0%	0.7%	1.4%
Total High School	**39.3%**	**56.5%**	**3.4%**	**0.8%**
Total All Grades	**34.9%**	**60.0%**	**4.2%**	**0.9%**

A school or district recording a high proportion of dropouts whose status is unknown might dramatically reduce its dropout rate by trying to locate those students soon after they stop attending school, or in the case of summer dropouts, soon after the new school year begins. Logically, this would have more impact on the dropout rates in elementary grades, since it is more likely that these students are enrolled elsewhere.

To the extent that districts are able to reduce their proportions of unknown-status dropouts, statistics on the other types of dropouts become more meaningful. For example, as districts take a stronger stance against possession of drugs and weapons on campus, the student expulsion rate may rise. District administrators will be able to detect and monitor such trends in the various components of their dropout rates, resulting in better understanding of the factors contributing to the overall dropout problem.

Significant racial/ethnic group variations occurred among the types of dropouts. As shown in the following table, White students were more likely than other racial/ethnic students to drop out and proportionately fewer of the White dropouts were students whose status was unknown. Also, White students were more likely to leave school because of illness. American Indian students were least likely to be expelled, but nearly three-fourths of the dropouts in this racial/ethnic group were students whose status was unknown.

[2] Percentages may not total 100 because of rounding.

Table 6
Proportions of Dropouts by Type and Race/Ethnicity

Type of Dropout	White	Black	Hispanic	American Indian	Asian
Dropped Out	39.3%	34.7%	33.0%	24.6%	28.8%
Status Unknown	55.9%	57.8%	61.5%	71.9%	65.3%
Expelled	3.5%	7.0%	5.0%	2.8%	5.2%
Illness	1.4%	0.5%	0.5%	0.7%	0.7%

School-Year and Summer Dropouts

Dropout data submitted by schools must indicate whether students left during the school year or during the summer. The table below shows that students were increasingly more likely to drop out during the school year than during the summer in grades 7 through 12, but dropouts from ungraded secondary programs nearly always left during the school year.

Table 7
School-Year and Summer Dropouts
as a Percentage of Total Dropouts by Grade

Grade/Category	School-Year	Summer
Grade 7	60.1%	39.9%
Grade 8	72.4%	17.6%
Total Elementary	**66.2%**	**33.8%**
Grade 9	81.1%	18.9%
Grade 10	85.0%	15.0%
Grade 11	85.1%	14.9%
Grade 12	76.0%	24.0%
Ungraded Secondary	96.0%	4.0%
Total High School	**82.1%**	**17.9%**
Total All Grades	**80.2%**	**19.8%**

The timing of dropping out of school varied among students from different racial/ethnic groups. White students were the most likely, and Asian students the least likely, to drop out during the school year. The following table shows the proportions of dropouts leaving during the school year (as opposed to the summer months) for each racial/ethnic group by grade level.

Table 8
Proportions of School-Year Dropouts
by Race/Ethnicity and Grade

Grade/Category	White	Black	Hispanic	American Indian	Asian
Grade 7	54.7%	51.7%	62.6%	75.7%	18.8%
Grade 8	69.4%	64.71%	73.2%	81.4%	50.0%
Total Elementary	**61.6%**	**58.1%**	**67.9%**	**78.8%**	**32.1%**
Grade 9	80.3%	79.2%	83.0%	78.7%	70.0%
Grade 10	87.5%	87.3%	83.3%	79.9%	75.0%
Grade 11	88.0%	82.0%	82.3%	82.7%	69.0%
Grade 12	77.9%	75.2%	73.5%	78.5%	59.2%
Ungraded Secondary	93.9%	100.0%	96.9%	100.0%	0.0%
Total High School	**83.7%**	**80.9%**	**81.5%**	**79.8%**	**67.7%**
Total All Grades	**81.4%**	**78.1%**	**79.6%**	**79.6%**	**64.2%**

Dropout Rates by Type of School District

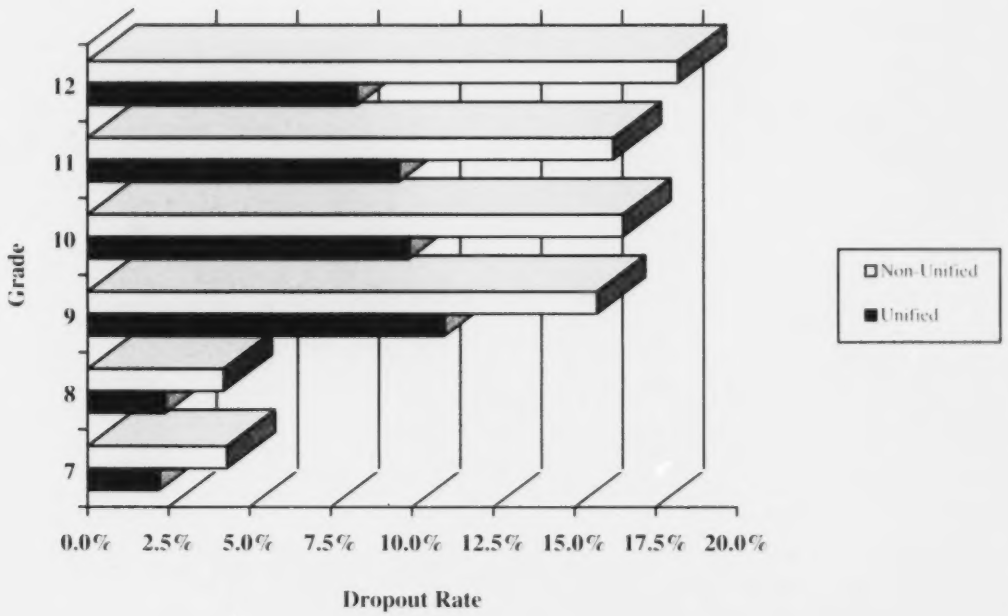
School districts are identified by the grade range for which instruction is provided. *Unified* districts typically offer instruction in all grades, kindergarten through 12. *Elementary* districts offer instruction from kindergarten through grade 8. *Union high school* districts offer instruction in grades 9 through 12. *Accommodation* districts and *special programs* serve students with academic needs that cannot be accommodated within an existing type of district.

Unified districts comprised 62.9% of enrollment and accounted for 50.4% of dropouts in this study. In every grade, dropout rates were noticeably **lower for unified districts** than for their counterparts, the elementary and union high school districts. Patterns of dropping out also differed by the type of school district students attended. In **unified districts**, dropout rates for grades 9 through 12 **decreased from 11% to 8.3%**, in contrast to **union high school districts**, whose dropout rates **increased from 13.8% to 17.7%.** The ungraded secondary student population in union high school and accommodation districts was too small to make meaningful comparisons with their counterparts in unified districts. The following table and chart compare dropout rates for the different types of school districts by grade levels.

Table 9
Dropout Rates by Type of District and Grade

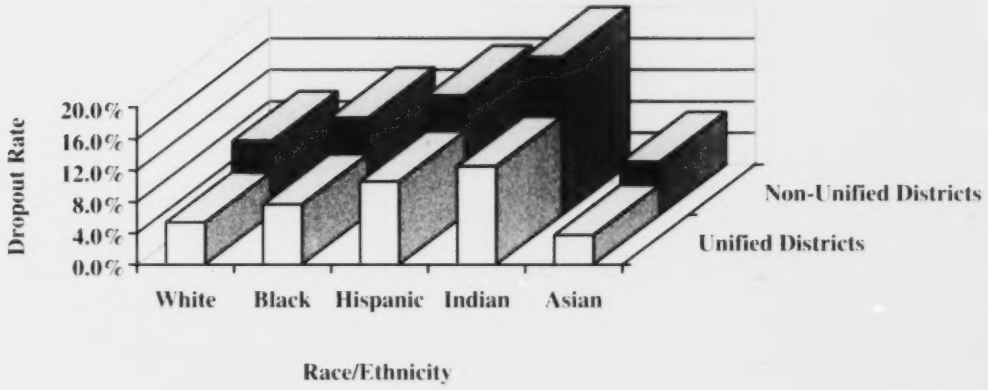
	Type of District		
Grade/Category	Unified	Elementary	Accommodation
Grade 7	2.2%	4.4%	3.8%
Grade 8	2.4%	4.2%	4.2%
Total Elementary	**2.3%**	**4.3%**	**4.0%**
		Union High	
Grade 9	11.0%	13.8%	87.3%
Grade 10	9.9%	15.2%	83.9%
Grade 11	9.6%	15.2%	88.5%
Grade 12	8.3%	17.7%	91.7%
Ungraded Secondary	27.9%	2.7%	7.7%
Total High School	**9.9%**	**15.3%**	**83.8%**
Total All Grades	**7.2%**	**11.1%**	**60.7%**

Chart 5
Dropout Rates by Type of District and Grade



Unified districts may have lower dropout rates partly because the racial/ethnic representation of their students differs from that of other types of districts. For example, minority students comprised 35.3% of the total enrollment in unified districts, while elementary and union high school districts averaged 51.9% minority students and accommodation districts averaged 46.3%. The higher dropout rates historically associated with minority students may elevate overall dropout rates in non-unified districts. Additionally, the data show that minority students in unified districts drop out at lower rates than minority students in non-unified districts. The following chart shows the overall dropout rates by racial/ethnic group for unified and non-unified districts.

Chart 6
Dropout Rates by Type of District and Race/Ethnicity



Dropout Rates by School District

Arizona school districts vary widely in their demographic characteristics and this affects their dropout rates. There are several accommodation districts and special programs which specifically serve students who are at higher risk for dropping out or have already dropped out of a regular high school program. Dropout rates are typically high for these students because of their at-risk status; every student retained is a success story. Dropout rate comparisons among school districts which are similar demographically will yield the most meaningful results.

Appendix A lists Arizona school districts alphabetically with their associated dropout rates. District and school dropout rates for the high school grades (9, 10, 11, 12 and ungraded secondary) are reported in district rank order in Appendix B. District dropout rates for the elementary grades (7 and 8) are reported in rank order in Appendix C. Dropout rates for schools teaching only elementary grades are not included in this report, but are available from the ADE upon request.

Dropout Rates by County

School district dropout data were aggregated to calculate dropout rates by county and grade category. The lowest dropout rates occurred in Greenlee County, where all six school districts reported rates well below the state rates. Greenlee County also had the lowest student enrollment of Arizona's fifteen counties. The highest county dropout rate in the state occurred in Pinal County, which also had the second-highest county elementary and high school dropout rates. The table below provides the county dropout rates, the state dropout rate and an overall dropout rate for students in state juvenile corrections facilities.

Table 10
Dropout Rates by County and Grade Category

County	Number of Districts	Students Enrolled	Total Elementary	Total High School	Total All Grades
Apache	10	7,263	4.5%	14.7%	11.2%
Cochise	21	10,149	3.1%	10.3%	7.6%
Coconino	6	9,740	1.5%	10.6%	7.5%
Gila	8	4,132	2.7%	14.5%	10.3%
Graham	7	2,788	1.7%	10.2%	7.1%
Greenlee	5	1,165	0.5%	3.9%	2.7%
La Paz	6	1,499	2.3%	17.1%	11.9%
Maricopa	57	178,467	2.9%	11.9%	8.6%
Mohave	14	9,173	3.4%	15.6%	11.0%
Navajo	11	8,741	1.7%	10.4%	7.2%
Pima	14	52,307	3.5%	12.9%	9.5%
Pinal	20	10,884	5.2%	16.6%	12.1%
Santa Cruz	5	3,767	5.4%	12.7%	9.8%
Yavapai	15	9,148	1.8%	11.4%	7.9%
Yuma	9	12,706	2.9%	13.3%	9.7%
ADYTR[3]	1	596	0.0%	18.5%	18.5%
Arizona	**209**	**322,525**	**3.0%**	**12.3%**	**9.0%**

Eleven counties experienced higher dropout rates at the elementary level for 1993-94 than those reported in 1992-93. However, the state dropout rate for elementary grades declined slightly, by two-tenths of a percent, from 3.2% to 3.0%, attributable to decreased dropout rates in Maricopa, Yuma and Graham counties, which together comprise over 50% of the elementary student enrollment covered in this study.

[3] Arizona Department of Youth Treatment and Rehabilitation (ADYTR) operates the juvenile corrections facilities and serves as a school district for incarcerated students.

Comparison of 1993-94 Dropout Rates to 1992-93 Rates

The **total number** of elementary dropouts in the state **increased** this year although the **dropout rate declined** from 3.2% in 1992-93 to 3.0% in 1993-94. This apparent paradox is explained by an increase in enrollment for grades 7 and 8 to 117,167 students from 111,843 in 1992-93. Sixty districts had lower elementary dropout rates, 61 districts were unchanged (within 0.1%), and 65 districts had higher rates than in 1992-93. Sixty-one districts had no elementary dropouts this year compared to 60 districts last year.

The 12.3% state **high school** dropout rate for 1993-94 was lower than the 1992-93 rate of 12.4%. There were 105 high school districts which reported in both 1992-93 and 1993-94 and 76 of these districts had dropout rates lower than the state rate for both school years. High school dropout rates decreased or remained constant in 52 districts and increased in the remaining 53 districts.

Table 11
Dropout Counts and Rates by Grade
1992-93 and 1993-94

	1992-93		1993-94	
Grade/Range	Dropouts	Rate	Dropouts	Rate
Grade 7	1,799	3.1%	1,803	3.0%
Grade 8	1,730	3.2%	1,764	3.1%
Total Elementary	**3,529**	**3.2%**	**3,567**	**3.0%**
Grade 9	7,001	12.0%	7,812	12.6%
Grade 10	6,124	11.8%	6,595	12.2%
Grade 11	5,303	12.2%	5,563	12.0%
Grade 12	5,290	12.7%	5,111	12.1%
Ungraded Secondary	630	35.0%	278	20.3%
Total High School	**24,348**	**12.4%**	**25,359**	**12.3%**
Total All Grades	**27,877**	**9.0%**	**28,926**	**9.0%**

Dropout rates were lower for White, Black and Asian students. The decrease for White students was marginal, while for Black and Asian students showed marked improvement from 11.8% to 10.5% and 5.4% to 5.1%, respectively. Dropout numbers and rates increased for Hispanic and American Indian students in 1993-94. Only Black and Asian students dropped out in fewer numbers in 1993-94 than in 1992-93. Dropout rates for females decreased from 8.3% to 8.1%; males continued to drop out at the rate of 9.8%. The table below compares racial/ethnic and gender dropout rates for the two school years.

Table 12
Dropout Counts and Rates by Race/Ethnicity and Gender
1992-93 and 1993-94

Racial/Ethnic	1992-93		1993-94	
Category	Dropouts	Rate	Dropouts	Rate
White	12,804	6.8%	12,894	6.7%
Black	1,487	11.8%	1,415	10.5%
Hispanic	10,444	12.7%	11,227	12.8%
American Indian	2,848	13.3%	3,102	13.8%
Asian	294	5.5%	288	5.1%
Gender				
Female	12,352	8.3%	12,602	8.1%
Male	15,525	9.8%	16,324	9.8%

Any change in a district's dropout rate from 1992-93 to 1993-94 should reflect an actual change in its dropout status because the report methodology has not changed. The source of dropout data and dropout codes was changed for the 1992-93 report. The student enrollment and withdrawal codes were redefined to extract dropout study data from the existing *Year End Enrollment Report.* Data reliability improved by standardizing the data source across districts. The Year End Enrollment Report can be more easily verified than the dropout reporting forms used previously. Appendix D contains a detailed discussion of the dropout reporting methodology.

Summary

Increasingly, dropout rates have been used as school district performance measures. The heightened attentiveness to the dropout condition in Arizona schools has prompted some districts to improve their procedures to locate more missing students, encourage dropouts to remain in school, retrieve dropouts through alternative programs, and report data more accurately. However, problems still exist in some districts as evidenced by high dropout rates or large swings in their dropout rates from year to year.

Most districts have reported accurately and their dropout prevention efforts have produced a steady decline in their dropout rates. But in some cases, reporting errors or the desire to improve dropout rates may have caused an underreporting of dropout counts to the ADE. Errors in measurement must be corrected before administrators can use dropout data to plan dropout prevention programs which address the particular problems and conditions existing in their districts.

Although there have been subtle changes in the methodology in past years, each change has represented an improvement in the accuracy and validity of the data. The absence of changes in 1993-94 will allow the 1992-93 data to serve as a baseline for school districts striving to improve student retention.

APPENDIX A

ALPHABETICAL LISTING OF DISTRICTS WITH THEIR DROPOUT RATES

Under the Family Educational Rights and Privacy Act of 1974, no individually identifiable references to students may be made. Therefore, items of data containing information about three or fewer students have been replaced with an asterisk (*) to protect student privacy.

District Name	7-12 Enrollment	7-12 Dropout Rate	7-8 Dropout Rate	9-12 Dropout Rate
Agua Fria Union High School	1,676	11.8%	n.a.	11.8%
Aguila Elementary	31	3.2%	3.2%	n.a
Ajo Unified Elementary	304	8.2%	2.9%	10.9%
Alhambra Elementary	2,322	4.4%	4.4%	n.a
Alpine Elementary	11	0.0%	0.0%	n.a
Altar Valley Elementary	216	2.3%	2.3%	n.a
Amphitheater Unified	8,593	7.7%	1.3%	10.8%
Antelope Union High School	457	13.1%	n.a	13.1%
Apache Elementary	*	*	*	n.a
Apache Junction Unified	2,278	8.2%	3.5%	11.0%
Arlington Elementary	41	9.8%	9.8%	n.a
Ash Creek Elementary	23	4.3%	4.3%	n.a
Ash Fork Unified	112	5.4%	6.7%	4.5%
Avondale Elementary	731	3.7%	3.7%	n.a
AZ Dept. of Youth Treatment and Rehab.	1,994	5.5%	n.a	5.5%
Bagdad Unified	316	1.6%	0.0%	2.5%
Balsz Elementary	690	2.8%	2.8%	n.a
Beaver Creek Elementary	68	0.0%	0.0%	n.a
Benson Elementary	256	1.6%	1.6%	n.a
Benson Union High School	500	10.8%	n.a	10.8%
Bicentennial Union High School	237	20.7%	n.a	20.7%
Bisbee Unified	752	8.2%	0.9%	11.6%
Blue Elementary	4	0.0%	0.0%	n.a
Blue Ridge Unified	1,093	5.7%	0.3%	8.8%
Bonita Elementary	17	0.0%	0.0%	n.a
Bouse Elementary	14	7.1%	7.1%	n.a
Bowie Unified	66	7.6%	0.0%	14.3%
Buckeye Elementary	291	2.1%	2.1%	n.a
Buckeye Union High School	1,109	15.1%	n.a	15.1%
Bullhead City Elementary	742	4.0%	4.0%	n.a
Camp Verde Unified	809	5.2%	0.0%	7.9%
Canon Elementary	62	9.7%	9.7%	n.a
Cartwright Elementary	4,048	6.3%	6.3%	n.a
Casa Grande Elementary	1,248	5.4%	5.4%	n.a
Casa Grande Union High School	2,359	15.1%	n.a	15.1%
Catalina Foothills Unified	1,463	3.2%	0.0%	6.8%
Cave Creek Unified	1,048	3.7%	0.3%	5.8%
Cedar Unified	193	2.1%	2.1%	n.a
Chandler Unified	5,871	4.1%	2.0%	5.7%
Chinle Unified	2,353	15.4%	7.1%	19.1%

District Name	7-12 Enrollment	7-12 Dropout Rate	7-8 Dropout Rate	9-12 Dropout Rate
Chino Valley Unified	1,030	5.5%	1.6%	7.8%
Chloride Elementary	68	7.4%	7.4%	n.a
Clarkdale-Jerome Elementary	105	0.0%	0.0%	n.a
Clifton Unified	245	2.9%	1.1%	3.8%
Cochise Elementary	17	0.0%	0.0%	n.a
Colorado City Unified	409	10.0%	3.6%	13.2%
Colorado River Union High School	2,029	19.4%	n.a	19.4%
Concho Elementary	50	6.0%	6.0%	n.a
Continental Elementary	59	0.0%	0.0%	n.a
Coolidge Unified	1,312	16.3%	5.7%	23.0%
Cottonwood-Oak Creek Elementary	612	1.5%	1.5%	n.a
Crane Elementary	1,348	1.0%	1.0%	n.a
Creighton Elementary	1,414	7.2%	7.2%	n.a
Crown King Elementary	6	0.0%	0.0%	n.a
Dan Hinton Elementary	10	10.0%	n.a	10.0%
Deer Valley Unified	8,811	8.0%	0.7%	12.4%
Douglas Unified	2,414	7.1%	3.0%	9.4%
Duncan Unified	389	2.8%	0.0%	4.2%
Dysart Unified	1,681	13.0%	2.0%	20.8%
Eagle Elementary	6	0.0%	0.0%	0.0%
East Valley Institute of Technology	1,900	14.9%	n.a	14.9%
Elfrida Elementary	68	0.0%	0.0%	n.a
Eloy Elementary	294	2.4%	2.4%	n.a
Flagstaff Unified	6,549	6.4%	1.0%	9.3%
Florence Unified	581	5.2%	0.8%	8.4%
Flowing Wells Unified	3,335	7.2%	2.6%	9.3%
Fountain Hills Unified Elementary	884	3.2%	0.3%	4.9%
Fowler Elementary	345	0.0%	0.0%	n.a
Fredonia Moccasin Unified	237	6.8%	1.3%	9.6%
Ft. Huachuca Accommodation	329	0.6%	0.6%	n.a
Ft. Thomas Unified	263	4.6%	0.0%	7.0%
Gadsden Elementary	551	6.9%	6.9%	n.a
Ganado Unified	1,165	8.5%	2.2%	11.5%
Gila Bend Unified	343	9.3%	6.8%	10.6%
Gilbert Unified	7,165	2.7%	2.1%	3.0%
Glendale Elementary	2,662	3.7%	3.7%	n.a.
Glendale Union High School	15,728	7.4%	n.a.	7.4%
Globe Unified	1,188	8.1%	1.0%	11.9%
Grand Canyon Unified	166	0.6%	0.0%	1.0%
Hackberry Elementary	14	0.0%	0.0%	n.a.
Hayden-Winkleman Unified	309	6.1%	1.8%	8.6%
Heber-Overgaard Unified	267	1.5%	0.0%	2.3%
Higley Elementary	75	0.0%	0.0%	n.a.
Holbrook Unified	1,165	7.8%	1.4%	10.6%
Horse Mesa Accommodation	5,044	21.7%	2.0%	26.2%
Humboldt Unified	1,701	7.0%	1.5%	10.5%
Hyder Elementary	40	2.5%	2.5%	n.a.
Indian Oasis-Baboquivari Unified	540	20.2%	14.5%	23.3%
Isaac Elementary	1,751	10.1%	10.1%	n.a.
J. O. Combs Elementary	59	0.0%	0.0%	n.a.
Joseph City Unified	246	1.2%	0.0%	1.9%

District Name	7-12 Enrollment	7-12 Dropout Rate	7-8 Dropout Rate	9-12 Dropout Rate
Kayenta Unified	1,600	7.6%	1.8%	10.0%
Kingman Elementary	1,291	2.6%	2.6%	n.a.
Kyrene Elementary	3,434	0.0%	0.0%	n.a.
Lake Havasu Unified	2,578	5.8%	1.5%	8.3%
Laveen Elementary	424	2.8%	2.8%	n.a.
Liberty Elementary	296	8.8%	8.8%	n.a.
Litchfield Elementary	371	0.8%	0.8%	n.a.
Littlefield Elementary	35	0.0%	0.0%	n.a.
Littleton Elementary	311	3.9%	3.9%	n.a.
Madison Elementary	1,121	2.2%	2.2%	n.a.
Mammoth-San Manuel Unified	988	11.2%	4.7%	14.0%
Marana Unified	4,781	5.0%	0.5%	7.5%
Maricopa Unified	514	6.6%	0.0%	10.5%
Mary C. O' Brien Accommodation	17	0.0%	0.0%	n.a.
Mayer Unified	315	7.9%	5.1%	10.1%
Mc Neal Elementary	15	0.0%	0.0%	n.a.
McNary Elementary	16	0.0%	0.0%	n.a.
Mesa Unified Elementary	33,085	2.5%	0.8%	3.6%
Miami Unified	1,035	9.0%	2.2%	12.7%
Mingus Union High School	1,561	13.3%	n.a.	13.3%
Mobile Elementary	5	0.0%	0.0%	n.a.
Mohave Union High School	2,164	15.2%	n.a.	15.2%
Mohave Valley Elementary	414	6.5%	6.5%	n.a.
Mohawk Valley Elementary	57	1.8%	1.8%	n.a.
Morenci Unified	604	2.2%	0.4%	3.2%
Morristown Elementary	27	0.0%	0.0%	n.a.
Murphy Elementary	560	5.2%	5.2%	n.a.
Naco Elementary	39	0.0%	0.0%	n.a.
Nadaburg Elementary	113	4.4%	4.4%	n.a.
Nogales Unified	3,451	10.0%	5.7%	12.0%
Oracle Elementary	133	1.5%	1.5%	n.a.
Osborn Elementary	962	6.0%	6.0%	n.a.
Owens Elementary	18	0.0%	0.0%	n.a.
Page Unified	1,942	5.8%	1.4%	7.9%
Palo Verde Elementary	69	0.0%	0.0%	n.a.
Paloma Elementary	20	0.0%	0.0%	n.a.
Palominas Elementary	202	0.0%	0.0%	n.a.
Paradise Valley Unified	14,674	5.9%	1.7%	8.4%
Parker Unified	1,213	10.2%	1.5%	14.8%
Patagonia Union High School	171	7.6%	6.1%	8.2%
Payson Unified	1,308	8.9%	1.5%	12.2%
Peach Springs Elementary	47	0.0%	0.0%	n.a.
Pearce Elementary	34	0.0%	0.0%	n.a.
Pendergast Elementary	1,331	0.5%	0.5%	n.a.
Peoria Unified	11,785	4.9%	0.6%	7.4%
Phoenix Elementary	1,931	7.9%	7.9%	n.a.
Phoenix Union High School	25,803	21.7%	n.a.	21.7%
Picacho Elementary	66	6.1%	6.1%	n.a.
Pima Unified	370	7.8%	4.1%	9.7%
Pinal County Special Education Program	35	5.7%	n.a.	5.7%
Pine/Strawberry Elementary	69	0.0%	0.0%	n.a.

District Name	7-12 Enrollment	7-12 Dropout Rate	7-8 Dropout Rate	9-12 Dropout Rate
Pinon Unified	199	4.0%	4.0%	n.a.
Pomerene Elementary	28	0.0%	0.0%	n.a.
Prescott Unified	3,126	7.3%	1.4%	10.5%
Quartzsite Elementary	92	5.4%	5.4%	n.a.
Queen Creek Unified	609	4.1%	0.0%	6.4%
Ray Unified	617	5.2%	0.9%	7.4%
Red Mesa Unified	478	7.3%	4.9%	8.1%
Red Rock Elementary	14	0.0%	0.0%	n.a.
Riverside Elementary	75	8.0%	8.0%	n.a.
Roosevelt Elementary	2,543	0.2%	0.2%	n.a.
Round Valley Unified	1,011	5.5%	0.0%	8.4%
Ruth Fisher Elementary	61	0.0%	0.0%	n.a.
Sacaton Elementary	215	23.7%	23.7%	n.a.
Safford Unified	1,527	8.3%	0.7%	12.4%
Sahuarita Unified	1,281	9.1%	2.3%	11.2%
Salome Consolidated Elementary	28	0.0%	0.0%	n.a.
San Carlos Unified	607	16.3%	7.4%	22.3%
San Fernando Elementary	7	0.0%	0.0%	n.a.
San Simon Unified	72	2.8%	0.0%	4.0%
Sanders Unified	569	8.8%	4.1%	11.6%
Santa Cruz Elementary	32	0.0%	0.0%	n.a.
Santa Cruz Valley Unified	315	4.1%	4.1%	n.a.
Santa Cruz Valley Union High School	682	26.8%	n.a.	26.8%
Scottsdale Unified	11,150	4.0%	1.4%	5.3%
Sedona/Oak Creek Unified	261	1.1%	0.8%	100.0%
Seligman Unified	140	10.7%	0.0%	13.8%
Sentinel Elementary	9	0.0%	0.0%	n.a.
Show Low Unified	1,122	6.7%	0.5%	10.4%
Sierra Vista Unified	4,374	7.6%	5.7%	8.4%
Snowflake Unified	1,364	4.8%	1.8%	6.5%
Solomonville Elementary	70	8.6%	8.6%	n.a.
Somerton Elementary	571	1.1%	1.1%	n.a.
Sonoita Elementary	41	0.0%	0.0%	n.a.
St. David Unified	251	2.0%	1.1%	2.5%
St. Johns Unified	739	4.7%	0.0%	7.1%
Stanfield Elementary	145	0.7%	0.7%	n.a.
Sunnyside Unified	6,787	12.7%	4.7%	17.0%
Superior Unified	371	7.3%	2.8%	10.0%
Tanque Verde Unified	480	1.0%	0.3%	2.7%
Tempe Elementary	3,442	2.4%	2.4%	4.5%
Tempe Union High School	11,422	6.8%	n.a.	6.8%
Thatcher Unified	747	3.1%	1.1%	4.2%
Tolleson Elementary	218	0.9%	0.9%	n.a.
Tolleson Union High School	3,618	10.5%	n.a.	10.5%
Toltec Elementary	163	5.5%	5.5%	n.a.
Tombstone Unified	613	11.1%	0.0%	17.0%
Tonto Basin Elementary	14	7.1%	7.1%	n.a.
Topock Elementary	44	2.3%	2.3%	n.a.
Tuba City Unified	1,473	11.2%	3.0%	14.7%
Tucson Unified	31,575	8.4%	3.7%	11.3%
Union Elementary	17	0.0%	0.0%	n.a.

District Name	7-12 Enrollment	7-12 Dropout Rate	7-8 Dropout Rate	9-12 Dropout Rate
Vail Elementary	204	0.0%	0.0%	n.a.
Valentine Elementary	9	0.0%	0.0%	n.a.
Valley Union High School	232	6.5%	n.a.	6.5%
Washington Elementary	6,356	3.9%	3.9%	n.a.
Wellton Elementary	149	0.7%	0.7%	n.a.
Wenden Elementary	24	0.0%	0.0%	n.a.
Whiteriver Unified	954	14.4%	2.9%	21.7%
Wickenburg Unified	820	9.9%	0.0%	14.5%
Willcox Unified	796	6.5%	1.4%	9.2%
Williams Unified	409	4.9%	1.2%	7.3%
Wilson Elementary	188	0.0%	0.0%	n.a.
Window Rock Unified	1,641	10.7%	5.6%	13.8%
Winslow Unified	1,381	4.4%	1.2%	6.2%
Young Elementary	42	2.4%	0.0%	3.3%
Yuma Elementary	2,333	3.0%	3.0%	n.a.
Yuma Union High School	8,452	12.3%	n.a.	12.3%

APPENDIX B

RANKING OF DISTRICTS BY HIGH SCHOOL DROPOUT RATE

In the following list, Arizona school districts are ranked by their 1993-94 district high school dropout rate from lowest to highest. Districts with the same dropout rates have the same ranks and are listed in alphabetical order. For districts with more than one high school, the dropout rates are listed by high school name below the district name. The sum of the enrollments of the high schools in a district may be greater than the district's total enrollment because district enrollment shown represents an unduplicated student count. The 1992-93 dropout rates for the districts are included for comparison purposes. An **n.a.** in the dropout rate column indicates data were **not available**, perhaps because the school or program was not in operation or the grade was not being taught. Note that in districts with a very small high school enrollment, each student dropout has a strong effect on the dropout rate percentage. Under the Family Educational Rights and Privacy Act of 1974, no individually identifiable references to students may be made. Therefore, items of data containing information about three or fewer students have been replaced with an asterisk (*) to protect student privacy.

			1992-93		1993-94	
		Total 9-12	Dropout Rate		Dropout Rate	
Rank	District/School	Enrollment	School	District	School	District
1.	Eagle Elementary (grade 12)	*		0.0%		*
2.	Grand Canyon Unified	97		3.2%		1.0%
3.	Joseph City Unified	158		0.8%		1.9%
4.	Heber-Overgaard Unified	173		5.8%		2.3%
5.	Bagdad Unified	201		3.2%		2.5%
5.	St. David Unified	159		2.9%		2.5%
7.	Tanque Verde Unified (grade 9)	149		11.1%		2.7%
8.	Gilbert Unified	4,613		4.8%		3.0%
	Alternative Center for Ed	29	n.a.		0.0%	
	Gilbert High School	2,564	n.a.		2.4%	
	Highland High School	2,030	n.a.		3.8%	
9.	Morenci Unified	371		5.0%		3.2%
10.	Young Elementary	30		4.0%		3.3%
11.	Mesa Unified	20,485		4.2%		3.6%
	Brimhall Jr. High (grade 9)	442	0.7%		0.2%	
	Carson Jr. High (grade 9)	584	1.8%		2.4%	
	Fremont Jr. High (grade 9)	436	3.3%		1.8%	
	Hendrix Jr. High (grade 9)	562	0.4%		0.5%	
	Kino Jr. High (grade 9)	626	1.4%		1.1%	
	Mesa Jr. High (grade 9)	516	2.8%		0.0%	
	Poston Jr. High (grade 9)	625	0.8%		0.2%	
	Powell Jr. High (grade 9)	412	1.2%		1.2%	
	Rhodes Jr. High (grade 9)	594	0.6%		0.2%	
	Shepherd Jr. High (grade 9)	555	1.0%		0.4%	
	Taylor Jr. High (grade 9)	495	0.0%		0.2%	
	Dobson High (grades 10, 11, 12)	3,286	2.5%		2.6%	
	Mesa High (grades 10, 11, 12)	3,080	3.3%		3.5%	

Rank	District/School	Total 9-12 Enrollment	1992-93 Dropout Rate School	1992-93 Dropout Rate District	1993-94 Dropout Rate School	1993-94 Dropout Rate District
11.	Mesa Unified (continued)	20,485		4.2%		3.6%
	Mountain View High (grades 10, 11, 12)	3,034	2.4%		2.4%	
	Red Mountain High (grades 10, 11, 12)	2,270	3.9%		4.2%	
	Westwood High (grades 10, 11, 12)	2,833	3.3%		4.3%	
	Homebound	66	2.2%		0.0%	
	Salt River Learning Center [1]	123	45.5%		13.0%	
	Salt River Vista School	665	n.a.		26.5%	
	S.H.A.R.P. [2]	14	0.0%		14.3%	
	Teenage Parent Program [3]	83	33.3%		4.8%	
12.	Clifton Unified	158		3.0%		3.8%
13.	San Simon Unified	50		0.0%		4.0%
14.	Duncan Unified	262		4.1%		4.2%
14.	Thatcher Unified	475		5.7%		4.2%
16.	Ash Fork Unified	67		9.7%		4.5%
16.	Tempe Elementary (ungraded)	22		0.0%		4.5%
18.	Fountain Hills Unified	555		9.2%		4.9%
19.	Scottsdale Unified	7,351		6.5%		5.3%
	Arcadia High	1,248	7.4%		3.0%	
	Chaparral High	3,032	3.1%		4.1%	
	Coronado High	1,462	10.8%		8.4%	
	District Office	26	n.a.		0.0%	
	Saguaro High	2,660	5.6%		5.6%	
20.	AZ Dept. of Youth Treatment and Rehab.[4]	1,994		0.0%		5.5%
	Adobe Mountain (ungraded)	1,191	0.0%		4.5%	
	Black Canyon (ungraded)	952	0.0%		0.2%	
	Catalina Mountain (ungraded)	666	0.0%		5.9%	
	Tucson Valley Learning Center (ungraded)	43	n.a.		7.0%	
	West Valley Learning Center (ungraded)	96	n.a.		13.5%	
21.	Chandler Unified	3,395		6.2%		5.7%
	Bogle Jr. High (grade 9)	341	3.6%		1.5%	
	John Anderson Jr. High (grade 9)	389	0.2%		1.0%	
	Willis Jr. High (grade 9)	320	6.9%		3.1%	
	Chandler High	2,375	7.3%		7.4%	
21.	Pinal County Special Ed (ungraded)	35		n.a.		5.7%
23.	Cave Creek Unified	658		4.7%		5.8%
24.	Winslow Unified	893		10.3%		6.2%
25.	Queen Creek Unified	392		8.7%		6.4%
26.	Snowflake Unified	856		3.6%		6.5%
26.	Valley Union High	232		6.8%		6.5%
28.	Catalina Foothills Unified (grade 9, 10)	687		1.2%		6.8%
28.	Tempe Union High	11,422		7.3%		6.8%
	Corona del Sol High	2,251	6.0%		4.2%	
	Marcos de Niza High	2,437	7.7%		9.1%	
	McClintock High	2,389	11.0%		9.8%	
	Mountain Pointe High	2,826	1.5%		1.3%	
	Tempe High	1,714	9.3%		11.1%	

[1] Salt River Learning Center is an alternative educational program for American Indian students at risk of dropping out.

[2] S.H.A.R.P. is an alternative educational program for special education students.

[3] Teenage Parent Program is an alternative educational program for pregnant students.

[4] Arizona Department of Youth Treatment and Rehabilitation is the school district operating in juvenile corretions facilities.

Rank	District/School	Total 9-12 Enrollment	1992-93 Dropout Rate School	1992-93 Dropout Rate District	1993-94 Dropout Rate School	1993-94 Dropout Rate District
30.	Ft. Thomas Unified	172		4.4%		7.0%
31.	St. Johns Unified	495		4.2%		7.1%
32.	Williams Unified	248		6.0%		7.3%
33.	Glendale Union High	15,728		8.6%		7.4%
	Apollo High	2,272	8.7%		7.3%	
	Admin. Center	98	n.a.		14.3%	
	Cortez High	1,259	9.6%		8.7%	
	Glendale High	1,521	13.7%		7.8%	
	Greenway High	1,811	9.7%		7.1%	
	Independence High	1,366	5.0%		6.1%	
	Moon Valley High	2,253	6.1%		5.6%	
	Sunnyslope High	1,526	8.2%		8.1%	
	Thunderbird High	1,939	8.2%		7.2%	
	Washington High	2,038	7.4%		7.8%	
33.	Peoria Unified	7,478		6.6%		7.4%
	Cactus High	1,877	6.3%		6.8%	
	Centennial High	1,720	4.1%		5.3%	
	Ironwood High	2,046	5.2%		5.0%	
	Peoria High	1,956	9.5%		11.9%	
33.	Ray Unified	404		7.8%		7.4%
36.	Marana Unified	3,040		6.1%		7.5%
	Marana High	1,114	8.3%		8.9%	
	Mountain View High	1,960	4.5%		6.6%	
37.	Chino Valley Unified	657		7.9%		7.8%
38.	Camp Verde Unified	533		11.1%		7.9%
38.	Page Unified	1,308		6.8%		7.9%
40.	Red Mesa Unified	356		12.3%		8.1%
41.	Patagonia Union High	122		3.2%		8.2%
42.	Lake Havasu Unified	1,635		7.8%		8.3%
43.	Florence Unified	334		9.3%		8.4%
43.	Paradise Valley Unified	9,299		11.2%		8.4%
	Horizon High	2,961	5.7%		3.6%	
	North Canyon High	2,514	14.9%		13.2%	
	Polaris High[5]	169	32.1%		24.9%	
	Paradise Valley High School	1,638	n.a.		9.6%	
	Roadrunner (grades 9, 10, 11)	35	33.3%		28.6%	
	Shadow Mountain High	2,205	8.9%		5.9%	
43.	Round Valley Unified	670		10.1%		8.4%
43.	Sierra Vista Unified	3,051		7.8%		8.4%
47.	Hayden-Winkelman Unified	198		9.4%		8.6%
48.	Blue Ridge Unified	697		6.4%		8.8%
49.	Willcox Unified	520		5.6%		9.2%
50.	Flagstaff Unified	4,265		8.5%		9.3%
	Coconino High	1,519	9.8%		9.5%	
	Flagstaff High	1,618	8.3%		9.2%	
	Sinagua High	1,246	6.6%		8.2%	
50.	Flowing Wells Unified	2,293		9.8%		9.3%
	Flowing Wells High School	2,281	9.8%		9.3%	

[5] Polaris High School is an alternative program for high-risk students such as prior dropouts, pregnant or parenting students, and self-supporting students.

Rank	District/School	Total 9-12 Enrollment	1992-93 Dropout Rate School	1992-93 Dropout Rate District	1993-94 Dropout Rate School	1993-94 Dropout Rate District
50.	Flowing Wells Unified (continued)	2,293		9.8%		9.3%
	Inscape Alternative	19	11.5%		10.5%	
52.	Douglas Unified	1,556		7.4%		9.4%
	Douglas High School	1,550	n.a.		8.8%	
	Joe Carlson School (ungraded)	23	n.a.		39.1%	
53.	Fredonia-Moccasin Unified	157		8.6%		9.6%
54.	Pima Unified	247		9.1%		9.7%
55.	Dan Hinton Accommodation (ungraded)	10		0.0%		10.0%
55.	Kayenta Unified	1,145		8.0%		10.0%
	Kayenta Middle School (ungraded)	*	n.a.		*	
	Monument Valley High School	1,145	n.a.		9.9%	
55.	Superior Unified	230		11.7%		10.0%
58.	Mayer Unified	179		11.0%		10.1%
59.	Show Low Unified	703		12.6%		10.4%
60.	Humboldt Unified	1,037		10.5%		10.5%
60.	Maricopa Unified	325		12.8%		10.5%
60.	Prescott Unified	2,005		7.6%		10.5%
	District Office (grades 10, 11, 12)	9	n.a.		0.0%	
	Pathways (grade 12)	*	n.a.		*	
	Prescott High School	2,003	n.a.		10.5%	
60.	Tolleson Union High	3,618		10.6%		10.5%
	Tolleson High	1,730	11.5%		9.8%	
	Westview High	1,954	9.3%		10.8%	
64.	Gila Bend Unified	226		14.0%		10.6%
64.	Holbrook Unified	809		6.7%		10.6%
66.	Amphitheater Unified	5,753		14.1%		10.8%
	Amphitheater High School	2,978	20.1%		16.5%	
	Canyon Del Oro High School	2,882	6.5%		4.5%	
66.	Benson Union High	500		5.5%		10.8%
68.	Ajo Unified	202		9.9%		10.9%
	Ajo Alternative	12	n.a.		66.7%	
	Ajo Jr. High and High School	190	n.a.		7.4%	
69.	Apache Junction Unified	1,428		13.7%		11.0%
70.	Sahuarita Unified	982		9.6%		11.2%
71.	Tucson Unified	19,771		10.0%		11.3%
	Maria Urquides Elementary (grade 9)	*	n.a.		*	
	Catalina High	1,803	9.4%		11.0%	
	Cholla High	1,979	9.7%		11.2%	
	Palo Verde High	2,019	5.8%		13.8%	
	Pueblo High	2,347	13.9%		11.3%	
	Rincon High	1,773	9.5%		11.0%	
	Sabino High	1,845	2.6%		2.8%	
	Sahuaro High	1,923	7.8%		3.6%	
	Santa Rita High	2,036	4.8%		7.1%	
	Tucson Magnet High	2,788	8.0%		11.3%	
	University High	705	0.1%		0.0%	
	Howenstine [6]	95	2.2%		4.2%	
	Project MORE [7]	397	27.3%		39.5%	

[6] Howenstine provides special education.

[7] Project MORE provides special accommodations for students who have already dropped out.

Rank	District/School	Total 9-12 Enrollment	1992-93 Dropout Rate School	1992-93 Dropout Rate District	1993-94 Dropout Rate School	1993-94 Dropout Rate District
71.	Tucson Unified (continued)	19,771		10.0%		11.3%
	Project RISE (grades 9 and 10)[8]	34	0.0%		17.6%	
	Project C.A.P.E.	482	n.a.		34.6%	
	Sr. High Accommodation[9]	59	3.6%		6.8%	
	Teenage Parent Program[10]	371	45.1%		39.6%	
	Homebound - Teleteaching[11]	30	3.0%		13.3%	
	Student Learning Intervention	25	4.3%		20.0%	
72.	Ganado Unified	793		6.8%		11.5%
73.	Bisbee Unified	519		15.9%		11.6%
73.	Sanders Unified	352		11.7%		11.6%
75.	Agua Fria Union High	1,676		11.1%		11.8%
76.	Globe Unified	771		10.9%		11.9%
77.	Nogales Unified	2,329		17.0%		12.0%
	Nogales High	2,133	9.6%		7.9%	
	Alternative High	290	73.2%		38.6%	
78.	Payson Unified	913		12.2%		12.2%
79.	Yuma Union High	8,452		9.9%		12.3%
	Cibola High	2,600	5.8%		8.7%	
	Kofa High	2,981	8.1%		13.8%	
	Yuma High	2,782	14.4%		11.6%	
80.	Deer Valley Unified	5,462		14.3%		12.4%
	Barry Goldwater High	2,440	18.9%		17.5%	
	Deer Valley High	3,048	10.3%		8.2%	
80.	Safford Unified	992		6.7%		12.4%
82.	Miami Unified	669		11.0%		12.7%
83.	Antelope Union High	457		9.5%		13.1%
84.	Colorado City Unified	272		23.8%		13.2%
85.	Mingus Union High	1,561		10.3%		13.3%
86.	Seligman Unified	109		15.3%		13.8%
86.	Window Rock Unified	1,018		12.2%		13.8%
88.	Mammoth-San Manuel Unified	693		8.9%		14.0%
89.	Bowie Unified	35		4.9%		14.3%
90.	Wickenburg Unified	558		15.8%		14.5%
91.	Tuba City Unified	1,036		13.8%		14.7%
92.	Parker Unified	800		13.5%		14.8%
93.	East Valley Institute of Technology (EVIT)	1,900		n.a.		14.9%
	East Valley Institute of Technology	1,630	n.a.		17.3%	
	EVIT Chandler Air (grades 10, 11, 12)	17	n.a.		5.9%	
	EVIT Scottsdale Vocational Center	257	n.a.		0.0%	
94.	Buckeye Union High	1,109		9.1%		15.1%
94.	Casa Grande Union High	2,359		17.7%		15.1%
96.	Mohave Union High	2,164		14.2%		15.2%
97.	Tombstone Unified	401		14.8%		17.0%
97.	Sunnyside Unified	4,422		17.2%		17.0%
	Desert View High	1,907	15.2%		13.5%	
	Sunnyside High	2,562	18.5%		19.1%	

[8] Project RISE is an alternative program for adjudicated students.

[9] The Senior High Accommodation Program provides alternative education for students who have already dropped out.

[10] The Teenage Parent Program serves pregnant and parenting students through Project MORE.

[11] Homebound-Teleteaching educates chronically ill students through television programs.

Rank	District/School	Total 9-12 Enrollment	1992-93 Dropout Rate School	1992-93 Dropout Rate District	1993-94 Dropout Rate School	1993-94 Dropout Rate District
97.	Sunnyside Unified (continued)	4,422		17.2%		17.0%
	Ocotillo School (ungraded)	49	n.a.		10.2%	
99.	Chinle Unified	1,632		18.5%		19.1%
100.	Colorado River Union High	2,029		19.0%		19.4%
	Mohave High	1,329	21.1%		21.8%	
	River Valley High	728	14.5%		14.3%	
101.	Bicentennial Union High	237		30.3%		20.7%
102.	Dysart Unified	981		19.3%		20.8%
103.	Phoenix Union High	25,803		23.9%		21.7%
	Alhambra High	2,517	18.5%		17.7%	
	Camelback High	3,105	18.2%		17.1%	
	Central High	3,162	25.7%		24.1%	
	Carl Hayden High	2,780	21.3%		18.8%	
	Maryvale High	2,802	14.5%		12.5%	
	North High	2,706	23.6%		24.5%	
	South Mountain High	4,066	19.9%		15.2%	
	Trevor Browne High	2,976	21.0%		16.7%	
	Bostrom Alternative Center [12]	510	22.2%		15.1%	
	Carl Hayden Evening School (grades 10, 11, 12)	56	35.3%		14.3%	
	Cyesis Center East [13]	273	34.6%		31.5%	
	Desiderata [14]	176	14.9%		15.9%	
	Homebound [15]	109	23.4%		16.5%	
	Metro Tech Vocational School [16]	1,250	58.1%		53.9%	
	Metro Tech Evening School	330	45.8%		52.1%	
103.	Whiteriver Unified	581		18.3%		21.7%
105.	San Carlos Unified	363		24.3%		22.3%
106.	Coolidge Unified	804		21.5%		23.0%
107.	Indian Oasis-Baboquivari Unified	347		29.5%		23.3%
108.	Maricopa Co. Regional Schools	4,096		n.a.		26.2%
	Charter-Chandler Homebound	89	0.0%		1.1%	
	Charter-Glendale Homebound	93	4.5%		0.0%	
	Desert Vista Homebound/Hospital	131	2.0%		1.5%	
	Desert Vista Black Canyon Program	94	5.7%		3.2%	
	Durango Detention Center	725	0.0%		0.0%	
	East Valley Regional High School	1,465	40.0%		55.2%	
	Estrella Mountain Regional High School	167	17.9%		24.0%	
	Mesa Detention Center	857	0.0%		0.0%	

[12] Bostrom Alternative Center provides at-risk students a non-traditional environment for learning basic skills, career education, and completing courses that meet graduation requirements.

[13] Cyesis Center provides alternative educational opportunities for pregnant or parenting students.

[14] Desiderata provides educational experiences for handicappedstudents who require a structured psycho-educational environment.

[15] Homebound instruction is available for students who will be out of school for at least 90 days.

[16] Metro Tech offers students occupational and vocational courses.

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Rank	District/School	Total 9-12 Enrollment	1992-93 Dropout Rate School	1992-93 Dropout Rate District	1993-94 Dropout Rate School	1993-94 Dropout Rate District
108.	Maricopa Co. Regional Schools (continued)	4,096		n.a.		26.2%
	Parc Place Homebound/Hospital	116	20.2%		25.0%	
	West Valley High School	384	n.a.		50.0%	
109.	Santa Cruz Valley Union High	682		19.9%		26.8%
	Burger King Academy	63	n.a		57.1%	
	Santa Cruz Valley UHS	636	n.a.		23.1%	
110.	Sedona/Oak Creek Unified (ungraded)	*		n.a.		*

APPENDIX C

RANKING OF DISTRICTS BY ELEMENTARY DROPOUT RATE

In the following list, Arizona school districts are ranked by their 1993-94 district elementary dropout rate from lowest to highest. Districts with the same dropout rates have the same ranks and are listed in alphabetical order. An **n.a.** in the dropout rate column indicates data were **not available**, perhaps because the school or program was not in operation or the grade was not being taught. The 1992-93 dropout rates for the districts are included for comparison purposes. Note that in districts with a very small enrollment, each student dropout has a strong effect on the dropout rate percentage. Under the Family Educational Rights and Privacy Act of 1974, no individually identifiable references to students may be made. Therefore, items of data containing information about three or fewer students have been replaced with an asterisk (*) to protect student privacy.

Rank	District	Total 7-8 Enrollment	1992-93 Dropout Rate	1993-94 Dropout Rate
1.	Alpine Elementary	11	0.0%	0.0%
1.	Apache Elementary	*	0.0%	*
1.	Bagdad Unified	115	0.9%	0.0%
1.	Beaver Creek Elementary	68	0.0%	0.0%
1.	Blue Elementary	4	0.0%	0.0%
1.	Bonita Elementary	17	0.0%	0.0%
1.	Bowie Unified	31	3.4%	0.0%
1.	Camp Verde Unified	276	0.0%	0.0%
1.	Catalina Foothills Unified	776	0.0%	0.0%
1.	Clarkdale-Jerome Elementary	105	1.0%	0.0%
1.	Cochise Elementary	17	0.0%	0.0%
1.	Continental Elementary	59	1.4%	0.0%
1.	Crown King Elementary	6	0.0%	0.0%
1.	Duncan Unified	127	0.0%	0.0%
1.	Eagle Elementary	5	0.0%	0.0%
1.	Elfrida Elementary	68	0.0%	0.0%
1.	Fowler Elementary	345	0.3%	0.0%
1.	Ft. Thomas Unified	91	0.0%	0.0%
1.	Grand Canyon Unified	69	0.0%	0.0%
1.	Hackberry Elementary	14	6.7%	0.0%
1.	Heber-Overgaard Unified	94	0.0%	0.0%
1.	Higley Elementary	75	0.0%	0.0%
1.	J. O. Combs Elementary	59	0.0%	0.0%
1.	Joseph City Unified	88	1.1%	0.0%
1.	Littlefield Elementary	35	0.0%	0.0%
1.	Maricopa Unified	190	2.9%	0.0%
1.	Mary C. O' Brien Accommodation	17	n.a.	0.0%
1.	McNary Elementary	16	0.0%	0.0%
1.	McNeal Elementary	15	0.0%	0.0%
1.	Mobile Elementary	5	0.0%	0.0%
1.	Morristown Elementary	27	0.0%	0.0%
1.	Naco Elementary	39	0.0%	0.0%
1.	Owens Elementary	18	0.0%	0.0%
1.	Palo Verde Elementary	69	0.0%	0.0%

Rank	District	Total 7-8 Enrollment	1992-93 Dropout Rate	1993-94 Dropout Rate
1.	Paloma Elementary	20	0.0%	0.0%
1.	Palominas Elementary	202	2.6%	0.0%
1.	Peach Springs Elementary	47	0.0%	0.0%
1.	Pearce Elementary	34	0.0%	0.0%
1.	Pine Strawberry Elementary	69	1.3%	0.0%
1.	Pomerene Elementary	28	0.0%	0.0%
1.	Queen Creek Unified	217	0.0%	0.0%
1.	Red Rock Elementary	14	0.0%	0.0%
1.	Round Valley Unified	342	0.0%	0.0%
1.	Ruth Fisher Elementary	61	0.0%	0.0%
1.	Salome Consolidated Elementary	28	0.0%	0.0%
1.	San Fernando Elementary	7	0.0%	0.0%
1.	San Simon Unified	22	0.0%	0.0%
1.	Santa Cruz Elementary	32	0.0%	0.0%
1.	Seligman Unified	31	0.0%	0.0%
1.	Sentinel Elementary	9	0.0%	0.0%
1.	Sonoita Elementary	41	2.4%	0.0%
1.	St. Johns Unified	244	0.4%	0.0%
1.	Tombstone Unified	212	0.5%	0.0%
1.	Union Elementary	17	0.0%	0.0%
1.	Vail Elementary	204	0.0%	0.0%
1.	Valentine Elementary	9	0.0%	0.0%
1.	Wenden Elementary	24	0.0%	0.0%
1.	Wickenburg Unified	262	0.5%	0.0%
1.	Wilson Elementary	188	3.4%	0.0%
1.	Young Elementary	12	0.0%	0.0%
1.	Kyrene Elementary	3,434	0.1%	0.0%
62.	Roosevelt Elementary	2,543	2.0%	0.2%
63.	Blue Ridge Elementary	396	0.0%	0.3%
63.	Cave Creek Unified	390	0.3%	0.3%
63.	Tanque Verde Unified	331	4.7%	0.3%
63.	Fountain Hills Unified	329	0.7%	0.3%
67.	Morenci Unified	233	0.4%	0.4%
68.	Pendergast Elementary	1,331	1.6%	0.5%
68.	Show Low Unified	419	1.5%	0.5%
68.	Marana Unified	1,741	0.7%	0.5%
71.	Peoria Unified	4,307	0.5%	0.6%
71.	Ft. Huachuca Accommodation	329	1.2%	0.6%
73.	Wellton Elementary	149	0.8%	0.7%
73.	Stanfield Elementary	145	3.2%	0.7%
73.	Deer Valley Unified	3,349	0.8%	0.7%
73.	Safford Unified	535	1.0%	0.7%
77.	Sedona Oak Creek Unified	260	1.7%	0.8%
77.	Mesa Unified	12,600	1.2%	0.8%
77.	Litchfield Elementary	371	1.1%	0.8%
77.	Florence Unified	247	1.0%	0.8%
81.	Bisbee Unified	233	2.3%	0.9%
81.	Tolleson Elementary	218	0.9%	0.9%
81.	Ray Unified	213	1.0%	0.9%
84.	Globe Unified	417	0.5%	1.0%
84.	Flagstaff Unified	2,284	0.7%	1.0%
84.	Crane Elementary	1,348	3.0%	1.0%

Rank	District	Total 7-8 Enrollment	1992-93 Dropout Rate	1993-94 Dropout Rate
87.	Somerton Elementary	571	2.1%	1.1%
87.	St. David Unified	92	1.2%	1.1%
87.	Thatcher Unified	272	0.7%	1.1%
87.	Clifton Unified	87	1.1%	1.1%
91.	Winslow Unified	488	2.6%	1.2%
91.	Williams Unified	161	1.8%	1.2%
93.	Fredonia-Moccasin Unified	80	0.0%	1.3%
93.	Amphitheater Unified	2,840	1.5%	1.3%
95.	Scottsdale Unified	3,799	1.8%	1.4%
95.	Holbrook Unified	356	0.6%	1.4%
95.	Page Unified	634	1.1%	1.4%
95.	Prescott Unified	1,121	1.8%	1.4%
95.	Willcox Unified	276	0.9%	1.4%
100.	Parker Unified	413	1.0%	1.5%
100.	Cottonwood-Oak Creek Elementary	612	0.7%	1.5%
100.	Lake Havasu Unified	944	0.1%	1.5%
100.	Oracle Elementary	133	0.0%	1.5%
100.	Humboldt Unified	664	2.2%	1.5%
100.	Payson Unified	395	0.5%	1.5%
106.	Benson Elementary	256	1.3%	1.6%
106.	Chino Valley Unified	373	0.9%	1.6%
108.	Paradise Valley Unified	5,375	2.4%	1.7%
109.	Mohawk Valley Elementary	57	0.0%	1.8%
109.	Kayenta Unified	455	0.9%	1.8%
109.	Snowflake Elementary	508	0.0%	1.8%
109.	Hayden-Winkelman Unified	111	1.1%	1.8%
113.	Chandler Unified	2,476	2.1%	2.0%
113.	Dysart Unified	700	1.1%	2.0%
113.	Horse Mesa Accommodation	948	n.a..	2.0%
116.	Buckeye Elementary	291	1.7%	2.1%
116.	Cedar Unified	193	1.1%	2.1%
116.	Gilbert Unified	2,552	1.9%	2.1%
119.	Ganado Unified	372	2.6%	2.2%
119.	Miami Unified	366	2.3%	2.2%
119.	Madison Elementary	1,121	3.9%	2.2%
122.	Topock School District	44	n.a.	2.3%
122.	Altar Valley Elementary	216	2.2%	2.3%
122.	Sahuarita Unified	300	1.7%	2.3%
125.	Tempe Elementary	3,420	1.6%	2.4%
125.	Eloy Elementary	294	3.6%	2.4%
127.	Hyder Elementary	40	0.0%	2.5%
128.	Kingman Elementary	1,291	2.6%	2.6%
128.	Flowing Wells Unified	1,042	1.4%	2.6%
130.	Balsz Elementary	690	3.0%	2.8%
130.	Laveen Elementary	424	0.2%	2.8%
130.	Superior Unified	141	0.0%	2.8%
133.	Ajo Unified	102	0.0%	2.9%
133.	Whiteriver Unified	373	4.8%	2.9%
135.	Tuba City Unified	437	1.1%	3.0%
135.	Yuma Elementary	2,333	3.7%	3.0%
135.	Douglas Unified	858	6.2%	3.0%
138.	Aguila Elementary	31	0.0%	3.2%

Rank	District	Total 7-8 Enrollment	1992-93 Dropout Rate	1993-94 Dropout Rate
139.	Apache Junction Unified	850	2.3%	3.5%
140.	Colorado City Unified	137	4.5%	3.6%
141.	Tucson Unified	11,804	3.1%	3.7%
141.	Glendale Elementary	2,662	2.6%	3.7%
141.	Avondale Elementary	731	4.3%	3.7%
144.	Littleton Elementary	311	4.4%	3.9%
144.	Washington Elementary	6,356	3.1%	3.9%
146.	Pinon Unified	199	2.3%	4.0%
146.	Bullhead City Elementary	742	3.1%	4.0%
148.	Pima Unified	123	5.0%	4.1%
148.	Santa Cruz Valley Unified	315	0.3%	4.1%
148.	Sanders Unified	217	2.6%	4.1%
151.	Ash Creek Elementary	23	0.0%	4.3%
152.	Alhambra Elementary	2,322	3.9%	4.4%
152.	Nadaburg Elementary	113	3.4%	4.4%
154.	Sunnyside Unified	2,365	6.0%	4.7%
154.	Mammoth-San Manuel Unified	295	0.6%	4.7%
156.	Red Mesa Unified	122	15.7%	4.9%
157.	Mayer Unified	136	0.0%	5.1%
158.	Murphy Elementary	560	4.6%	5.2%
159.	Casa Grande Elementary	1,248	5.9%	5.4%
159.	Quartzsite Elementary	92	2.2%	5.4%
161.	Toltec Elementary	163	0.0%	5.5%
162.	Window Rock Unified	623	0.7%	5.6%
163.	Nogales Unified	1,122	2.8%	5.7%
163.	Coolidge Unified	508	7.7%	5.7%
163.	Sierra Vista Unified	1,323	1.4%	5.7%
166.	Concho Elementary	50	12.1%	6.0%
166.	Osborn Elementary	962	15.0%	6.0%
168.	Picacho Elementary	66	6.0%	6.1%
168.	Patagonia Union High	49	1.8%	6.1%
170.	Cartwright Elementary	4,048	2.6%	6.3%
171.	Mohave Valley Elementary	414	3.5%	6.5%
172.	Ash Fork Unified	45	2.3%	6.7%
173.	Gila Bend Unified	117	2.2%	6.8%
174.	Gadsden Elementary	551	7.9%	6.9%
175.	Chinle Unified	721	7.0%	7.1%
175.	Bouse Elementary	14	0.0%	7.1%
175.	Tonto Basin Elementary	14	0.0%	7.1%
178.	Creighton Elementary	1,414	17.1%	7.2%
179.	Chloride Elementary	68	8.1%	7.4%
179.	San Carlos Unified	244	11.1%	7.4%
181.	Phoenix Elementary	1,931	16.9%	7.9%
182.	Riverside Elementary	75	3.3%	8.0%
183.	Solomonville Elementary	70	1.6%	8.6%
184.	Liberty Elementary	296	3.3%	8.8%
185.	Canon Elementary	62	4.2%	9.7%
186.	Arlington Elementary	41	0.0%	9.8%
187.	Isaac Elementary	1,751	10.0%	10.1%
188.	Indian Oasis-Baboquivari Unified	193	10.2%	14.5%
189.	Sacaton Elementary	215	16.0%	23.7%

APPENDIX D

Dropout Rate Calculation Methodology

People discuss **the dropout rate** as if there were only one way to define and calculate it. Unfortunately, there is no consensus of opinion or standard definition regarding calculation of dropout rates which would make it possible to compare dropout rates on a national basis. In 1988, the U.S. Department of Education (USDOE) adopted a dropout definition and conducted field tests in preparation for requesting dropout data that conformed nationally in definition and methodology.

Methodology for 1989-90 Dropout Rate Study

In 1990, the ADE began collecting dropout data, applying the definition and using the reporting calendar of the USDOE pilot study. The USDOE defined a dropout as **an individual who (1) was enrolled in school at some time during the previous school year, (2) was not enrolled at the beginning of the current school year, (3) has not graduated from high school or completed a state- or district-approved educational program, and (4) does not meet any of the following exclusionary conditions: (a) transfer to another public school district, private school, or state- or district-approved education program; (b) temporary absence due to suspension or school-approved illness; or (c) death.** The reporting period, by definition, covered the school year, the following summer, and the first month of the succeeding school year, as shown in the diagram below.

School Year 1990-91	Summer 1991	September 1991

Summer dropouts were reported in the grades they had just finished. The month of September 1991 was designated as a grace period, during which school-year dropouts could return to school and not be counted as dropouts in the annual dropout count. The USDOE suggested using the October 1 enrollment count as the denominator of the formula used to calculate dropout rates, as shown below.

$$\frac{\text{12-month dropout count - dropouts retrieved in September 1991}}{\text{Oct. 1, 1990 enrollment}}$$

Arizona's population is so mobile, however, that there were many students served, and also many dropouts, who were not enrolled on October 1. By understating the number of students served (each of whom had the potential to be counted as a dropout), the dropout rate became artificially inflated, to the extent that it was possible to calculate a dropout rate higher than 100%. To achieve a more accurate 1990-91 dropout rate, the ADE decided to include **all students served** in the denominator of the formula used to calculate the dropout rate, as shown below.

$$\frac{\text{12-month dropout count}}{\text{total number of students served}}$$

Changes in USDOE Methodology

In June 1991, the USDOE requested that states collect and report dropout data for 1991-92 to calculate a national dropout rate. However, rather than using the methodology established in the pilot project, the USDOE decided to change the reporting calendar and the formula for calculating dropout rates. Summer dropouts were to be counted in the grade and school year for which they failed to appear. In other words, students who completed grade 8 and dropped out during the summer were to be counted as grade 9 dropouts because they had completed grade 8. The 1991-92 dropout count included dropouts from the summer of 1991 and the 1991-92 school year, minus those who returned to school before October 1, 1992, as shown in the diagram below.

Summer 1991	School Year 1991-92	Summer 1992	September 1992

The revised reporting calendar met with mixed reactions at state and district levels. Most administrators agreed that it was more valid to count a summer dropout in the grade for which the student was expected to enroll, rather than the grade just completed. However, the calendar change highlighted the questionable practice of eliminating from the count those dropouts who returned to school in the succeeding school year. The new reporting calendar spanned sixteen months, begging the question of an **annual** dropout count and rate. The ADE contended that by eliminating the September "retrievals" from the count, annual dropout counts were understated and important information about the extent and nature of dropping out was lost. Also, the new reporting calendar required schools to use student records from the end of the prior school year, the entire current school year and the beginning of the following school year to complete their dropout reports. Districts complained that the dropout reporting format was unduly complex and burdensome.

The formula proposed by the USDOE for calculating dropout rates was even more controversial. The denominator of the formula used would average two years of October 1 enrollment counts and add back the dropouts, as shown below.

$$\frac{\text{12-month dropout count - dropouts retrieved in September 1992}}{(\text{Oct. 1, 1991} + \text{Oct. 1, 1992}) \div 2 + \text{dropout count}}$$

Statistically, the proposed formula had serious flaws that reduced its credibility and validity, particularly for states exhibiting high mobility and seasonal fluctuations in enrollment. Even at the district level, the formula could not be used for the last grade taught, because a second October enrollment count did not exist. The formula was particularly inappropriate for analyzing small subsets of enrollment populations, such as American Indian females enrolled in grade 7 in a particular school.

Due to the importance of this type of analysis for planning dropout prevention programs on the local level, the ADE initiated discussions with the USDOE in January 1993 through the Forum of the National Center for Education Statistics. The Forum established a committee of representatives from ten states to make recommendations to the USDOE about the feasibility of using an alternative dropout rate formula based on currently available data elements.

Consideration of a Different Formula and Calendar for State Use

Prior to data collection for the 1991-92 report, the USDOE had not responded to the committee's recommendations and discrepancies still existed among the methodologies and reporting calendars used by the various states. Most states have chosen not to use the USDOE formula for local and state analysis and have selected a more precise formula for calculating dropout rates for their state reports.

The ADE initiated discussions with representatives from 25 Arizona school districts to explore the adoption of an appropriate formula for calculating dropout rates on school, district and state levels. As a result of these meetings, the ADE decided to collect dropout data for the 1991-92 report in two ways. Dropout counts were reported at the end of the school year (June 1992) to provide a true annual count of dropouts. In October 1992 for the USDOE report, districts were asked to amend their dropout reports to account for those dropouts who had returned to school in September. The differences in the original and adjusted rates were documented in the 1991-92 report, showing that about 14% of the dropouts had returned.

It seemed that the true extent of the number of students dropping out was being obscured by the USDOE methodology. The ADE decided to discontinue adjusting the annual dropout count by subtracting those students who returned in the first month of the subsequent school year. The reporting calendar selected was a consecutive twelve-month period which included the current school year and the preceding summer, as shown in the diagram below.

Summer 1992	School Year 1992-93

More Reliable Reporting

The ADE also sought ways to make dropout data reporting more reliable and less burdensome. Since the first Dropout Rate Study was initiated, school and district personnel had collected dropout and enrollment data from several sources and submitted the totals to the ADE on dropout report forms. As would be expected, data sources varied widely from one district to another and some records and personnel were more reliable than others. Overall, the dropout reporting process was both time-consuming and cumbersome for schools and districts.

Part of the problem was that enrollment and withdrawal codes used by the schools for student attendance accounting systems were not defined in terms compatible with dropout reporting. For example, the withdrawal codes for students transferring to other educational programs were not specific enough to determine whether those students should be counted as dropouts or transfers. By redefining the enrollment and withdrawal codes to align with definitions used in the dropout study, the data elements required for the Dropout Rate Study could be built into the normal enrollment and withdrawal procedures. These codes are recorded by school attendance personnel at the time of student enrollment or withdrawal and are summarized at the end of the school year on each school's

Year End Enrollment Report. It was determined that the ADE could extract all the necessary data from that report, eliminating the need for a separate dropout report.

The ADE redefined the enrollment and withdrawal codes and instituted the use of summer withdrawal codes beginning with the 1992-93 school year. The new enrollment codes allowed unduplicated student counts at each level (grade, school, district and state). The number of withdrawal codes was reduced and the codes were clearly aligned with definitions used in the dropout study. For example, the different components of the dropout count (dropout, expulsion, chronic illness and unknown status) were identified as separate withdrawal codes. Summer codes were added for students who were enrolled at the end of the prior school year but did not return for the school year being reported.

Factors Affecting Validity

- Within each school district, the population size of a racial/ethnic gender group (e.g., Asian males in grade 7) may be very small, causing each dropout to have a strong effect on the percentage. The reader should be aware that dropout rates calculated for very small populations may not be meaningful.
- Enrollment and withdrawal codes may be recorded by several different employees at each district. Some employees are more conscientious in their work; others are less well-trained or precise and may unknowingly misrepresent dropout conditions in their districts.
- Some districts aggressively investigate the status of all no-shows; others make little or no effort to locate missing students. Districts that are less conscientious about monitoring the status of their students are potentially reporting inflated dropout counts.
- For purposes of calculating dropout rates, a student's first enrollment code of the year was used in aggregate totals. If the student transferred to another **grade**, the enrollment code assigned for the new grade would not be used in school or district aggregate totals. Therefore, in isolated cases, if students who had changed grades dropped out and no other students of that race/ethnicity and gender were enrolled, the dropout count would be greater than the enrollment count.
- County enrollment is understated by the number of students who transferred over the summer to schools outside the county, and state enrollment is understated by the number of students who transferred over the summer to schools outside the state because those data were not collected separately from other summer transfers. All summer transfers were eliminated from county and state totals to avoid double-counting them in enrollment.

Although it is possible to eliminate some error by using more detailed enrollment and withdrawal codes, the gain in accuracy does not warrant the additional cost and reporting burden. The validity concerns discussed in this appendix are not believed to be serious problems affecting the dropout rates reported.

ARIZONA DEPARTMENT OF EDUCATION
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